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ABSTRACT

This user's manual and facilitator's guide is intended for use with an accompanying interactive CD-ROM to provide a complete training program in conducting functional behavioral assessments (FBAs) as required under the 1997 reauthorization of the Individuals with Disabilities Education Act. Chapter 1 provides general information for users, such as system requirements, an overview of the CD, time requirements, instructional options, CD installation, and user tips. Chapter 2 presents facilitator information for group presentation, such as facilitator prerequisites, training schedule and format, presentation materials and equipment, advance organizers, and participant handouts. Chapter 3 is the facilitator's script, which is organized into the six phases of an FBA: (1) collecting historical and background data; (2) determining the target behavior; (3) making direct observations; (4) generating a hypothesis; (5) verifying the hypothesis; and (6) determining the function of the behavior. Chapter 4 provides reproducible resource materials, and chapter 5 includes reproducible case study data collection and documentation forms. The CD includes an overview, the tutorial (organized into the same six FBA steps), and sample case studies. (DB)

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FUNCTIONAL BEHAVIORAL ASSESSMENT

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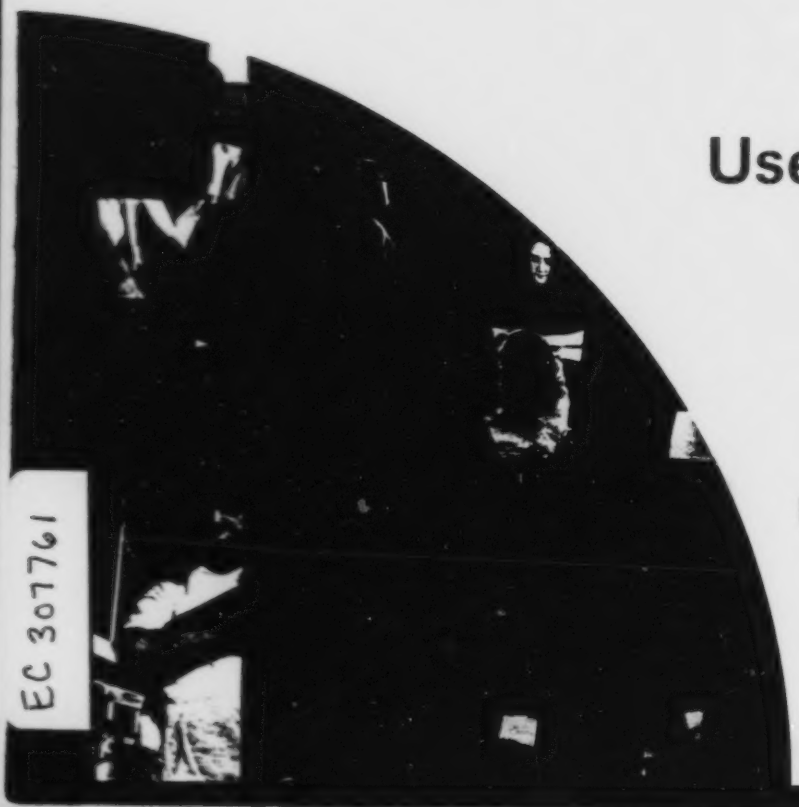

User's Manual
Facilitator's Guide

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Carl J. Liaupsin
Terry M. Scott
C. Michael Nelson

EC 307761

FUNCTIONAL BEHAVIORAL ASSESSMENT

An Interactive Training Module

User's Manual
Facilitator's Guide

Carl J. Liaupsin
Terry M. Scott
C. Michael Nelson

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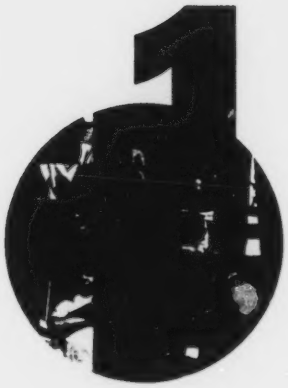


General Information for Users

The re-authorized version of the Individuals with Disabilities Education Act (PL 105-17) was signed into law on June 4, 1997. Among the changes in this 22-year-old public law are references to the use of a specific assessment procedure; functional behavioral assessment. PL 105-17 states:

Federal Mandates

(B) Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A)—

(i) if the local educational agency did not conduct a **functional behavioral assessment*** and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or

(ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

* emphasis added

Functional Behavioral Assessment

A definition of functional behavioral assessment is not included in PL 105-17 or the regulations associated with it. As defined by Kerr and Nelson (1989), a functional behavioral assessment involves "assessing student behavior in the context of environmental variables that occur before, during and after" the behavior. In brief, the process of conducting a functional behavioral assessment involves collecting data from a variety of sources, determining the target behavior, collecting direct observation data, developing hypotheses about what maintains the behavior, verifying the hypotheses, and determining the function of the behavior. The purpose for

conducting a functional behavioral assessment is to gather information that allows the development of an effective behavior intervention plan.

Materials

Please check to make sure that you have the following materials:

- 1 User's Manual & Facilitator's Guide
- 1 CD-ROM disk

System Requirements

Using the FBA CD-ROM requires a computer with the following system components:

Minimum Requirements for Macintosh*

- Macintosh, Power Macintosh or compatible
- System 7.5 or later
- At least 32MB of RAM
- 4x CD-ROM or faster
- Display capable of 640X480, 16-bit color (thousands)
- 15-20 MB of free disk space

Minimum Requirements for Windows 95/98/NT*

- Pentium 60 MHz or faster
- Sound Card
- At least 32 MB of RAM
- 4x CD-ROM or faster
- Display capable of 640X480, 16-bit color (thousands)
- 15-20 MB of free disk space
- Quicktime for Windows v.2.1.2 (32-bit) If you do not have Quick Time already installed on your system, you may install it by opening the QTW folder on the FBA CD-ROM and double clicking on QT32.exe.

* Note: Users with slower configurations may experience occasional hesitations and skips in the video/audio playback.

Audience

The FBA CD-ROM is appropriate for a wide variety of professionals who work with students who exhibit problem behaviors. These professionals include administrators, regular and special education teachers, counselors, school psychologists, and social workers.

The FBA CD-ROM can also be used at the preparatory level in courses teaching assessment methods to pre-service teachers.

Overview of the CD

The FBA CD-ROM consists of three main sections.

Overview

This section of the module contains a brief introduction and background information regarding functional behavioral assessment.

Tutorial

This section of the module provides a step-by-step instruction in conducting a functional behavioral assessment. The tutorial is divided into instructional elements that represent a six-phase process of functional behavioral assessment.

1. Collecting Historical and Background Data
2. Determining the Target Behavior
3. Conducting Direct Observations
4. Generating a Hypothesis
5. Verifying the Hypothesis
6. Determining the Function of the Behavior

Case Studies

This section of the FBA CD-ROM provides learners the opportunity to walk through two actual case studies.

Time Requirements

The time required to complete all sections of the FBA CD-ROM will vary according to the knowledge level of individual learners and the method of instruction.

Overview

The Overview proceeds in a "slide-show" format. The duration of the Overview is approximately 12 minutes.

Tutorial

When delivered as a self-instructional package, learners can be expected to complete the activities in the Tutorial section in approximately 3 to 4 hours.

Case Studies

When delivered as a self-instructional package, learners can be expected to complete both Case Study activities in approximately 2 to 3 hours.

Instructional Options

While the FBA CD-ROM was originally designed for use as a self-instructional tutorial, it may by used in a number of ways.

Self-instructional: Professional Development

The FBA CD-ROM is an excellent professional development tool. School districts may choose to award professional development credit based on completion of the FBA CD-ROM.

Self-instructional: Methods Course

Methods course instructors may choose to assign completion of the FBA CD-ROM as an out-of-class activity to be followed by in-class follow-up discussion.

Small group

Learners may benefit from using the FBA CD-ROM in a small group format. For instance, two or three learners with various knowledge bases might be asked to complete the activities as a group.

Large group

The FBA CD-ROM has been successfully presented in a large group format. The presenter might choose to present the entire tutorial or select relevant portions of the content. See Chapter 2 for more information on large group presentation of the FBA CD-ROM.

Mixed Format

Instructors may find it beneficial to use a combination of the above presentation methods. For instance, learners might be asked to complete the Overview and Tutorial sections individually, then complete the Case Studies in small or large groups.

Installing FBA on Your Computer

Follow these steps to begin using the FBA CD-ROM.

Macintosh

Follow these steps to begin using the FBA CD-ROM on your Mac.

- Double click on your Hard Drive icon on your desktop.
- Click on "File" at the top of the screen.
- Click on "New Folder."
- Type in "FBA" where "New Folder" appears to rename the folder.
- Insert the FBA CD-ROM into the CD-ROM drive.
- Double click on the FBA CD icon on your desktop.
- A new window screen called "FBA CD" will appear.
- Find "Install FBA" by scrolling down.
- Double click on "Install FBA."
- A new window screen called "Install FBA" will appear.
- Under "Install Location," click the down arrow button.
- Double click on "Select Folder."
- Find the "FBA" folder in the "Installation" folder menu.
- Click on "FBA" then click the "Open" button.
- A new window screen called "Select the installation folder" will appear.
- Inside the window screen will be a drop-down box called "FBA."
- Click on "Select."
- Click on "Install."
- A new window screen called "Start Here" will then appear.
- Double click on the "Select" button.

Note: If a dialog box saying, "Stopping now may result in an incomplete set of software, click resume to continue the installation or stop if you are sure you want to stop" appears.

- After you have clicked on the "Select" button, a dialog box saying, "Installation was successful, click Quit to leave the Installer. If you

wish to perform additional installations, click Continue" will appear. Because you only want to install the CD one time for each machine please click "Quit."

- Under your Hard Drive find the "FBA" folder and open the folder.
- Double click on the "***Start Here***" icon.

Windows 95/98/NT

- Insert the FBA CD-ROM into the CD-ROM drive.
- Double click on "My Computer".
- Locate the CD-ROM drive labeled "FBA CD".
- Double click on the CD-ROM drive labeled "FBA CD".
- Double click on the icon labeled "Setup.exe"
- Follow the installation instructions.

  If you do not have Quick Time already installed on your system, you may install it by opening the QTW folder on the FBA CD-ROM and double clicking on "QT32.exe."
- Click on the "START" menu.
- Select "Programs."
- Select FBA.
- To run, click on FBA.exe.

Important Note: The CD-ROM must remain in the disk drive in order for the Functional Behavioral Assessment program to run properly. If the program is run without the CD-ROM, the viewer will not have complete access to all audio clips, film vignettes, and graphics.

User Tips

To get the maximum benefit from the FBA CD-ROM, please keep these tips in mind. A reproducible version of these reminders is available in the Reproducible Resource Materials section of this manual.

- This module includes a number of audio and video clips. Make sure the sound on your computer is turned up to an appropriate level.
- The FBA CD-ROM is very interactive. Be prepared to answer questions and write responses.
- Try not to be intimidated by the interactive features of the program. Your actions and answers are not recorded and you are not penalized for mistakes.
- Ask your supervisor or instructor for instructions on submitting completed data collection sheets or case study documentation.

Facilitator Information for Group Presentation

Below are some elements to consider when planning a group presentation of the FBA CD-ROM.

Facilitator Prerequisites

To effectively present the FBA CD-ROM in a group format, it is suggested that facilitators have:

- experience in leading group professional development activities
- a thorough understanding of the functional behavioral assessment process
- experience in conducting functional behavioral assessments
- a basic understanding of behavior analysis
- experience in working with at-risk students
- completed the activities in the FBA CD-ROM
- reviewed the Facilitator's section of this manual

Training Schedule and Format

Training may be accomplished in one or two sessions. However, a two-session format is recommended if presentation of all three case studies is desired. The Overview and Tutorial can be presented in a single 4- to 6-hour session (depending on breaks, questions, etc.). The case studies can be presented in a 2- to 3-hour session.

Presentation Materials and Equipment

Conducting a group presentation of the FBA CD-ROM requires the following materials and equipment:

- One copy of the FBA CD-ROM.

- A personal computer that meets the required specifications for running the FBA CD-ROM.
- A presentation system capable of displaying the screen of your personal computer.
- A set of powered speakers or other sound system appropriate for the size of your presentation setting.
- A screen on which to project the presentation.

Advance Organizers

Providing advance organizers means informing participants of the purpose and structure of the training session.

Purpose and Objectives

Participants should be informed of the purpose and objectives for the session.

The purpose of the session is to train participants to conduct functional behavioral assessments. At the completion of the training session, participants will:

- Describe the 6-phase process of functional behavioral assessment.
- Collect and analyze data using a variety of formats.
- Analyze data collected for a functional behavioral assessment.
- Determine and create a description of the target behavior.
- Develop and verify a hypothesis for the function of behavior.
- Determine the function of behavior.

Break Periods

Be sure to plan for frequent breaks in the training session and communicate the break schedule to participants. Consider planning for a short break once an hour.

Facilities

Before beginning your session, inform participants about the facilities available in your presentation setting. Knowledge of the location of break areas, restrooms and refreshments will promote the efficient use of planned breaks in the presentation.

Professional Development or Leadership Credit

If the session is being offered for professional development or leadership credit, participants should be informed of the steps to take to document their attendance and participation.

Review

To promote participant understanding and retention of the content and skills, the group training session should conclude with a brief review of:

- The purpose for the training session
- The objectives for the training session
- The actions required for participants to receive professional development or leadership credit

Facilitator's Script

A Facilitator's Script is included in this manual to assist in group presentation of the FBA CD-ROM. The FBA CD-ROM often pauses for user input. If facilitator action is required, the Facilitator's Script provides:

- A small image of the screen
- A suggested set of presenter actions
- A prompt regarding the upcoming content
- A note on how to move forward from the screen
- A small space for presenter notes.

Participant Handouts

Several reproducible handouts are provided in the Reproducible Resource Materials section. Providing these materials for participants will enhance their training experience. Take a moment at the beginning of the session to review the set of handouts with participants.

Framed Outline

A Framed Outline is included in the Reproducible Resource Materials section. The Framed Outline provides an outline of the content in the Tutorial section of the FBA CD-ROM. Space for participant notes also is provided in the right-hand margin of the Framed Outline.

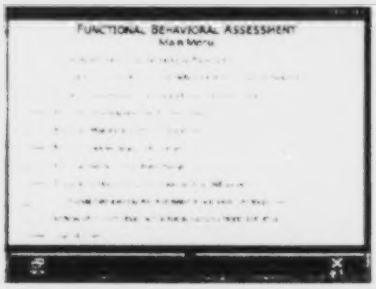
Tutorial Data Collection and Documentation Forms

The Tutorial section of the FBA CD-ROM describes the use of a number of forms for data collection and documentation when conducting a functional behavioral assessment. You may want to provide the forms to participants to enhance their understanding of the functional assessment process. A set of forms is available in the Reproducible Resource Materials section.

Case Study Data Collection and Documentation Forms

Using the Case Study section requires that participants have a full set of data and documentation for each case. A reproducible set of forms for each case is included in this section.

Facilitator's Script



Starting the Presentation

Facilitator Actions

1. Start the FBA CD-ROM.
2. Provide appropriate introductory comments and advance organizers (See Facilitators Information for Group Presentation).
3. Direct attention to the screen for the beginning of the overview.
4. Click menu button.

Notes

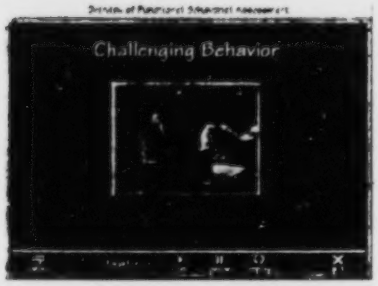
Next Topic

Overview

To Continue, Click On

Overview of Functional Behavioral Assessment

Overview



Facilitator Actions

1. The Overview is a 12-minute presentation in slide-show format. *No facilitator actions are necessary during the Overview.*
2. At the end of the Overview, ask for questions or comments.
3. Remind participants that they can follow along, take notes, and participate in comprehension checks using the Framed Outline (see Reproducible Resource Materials section).

Notes

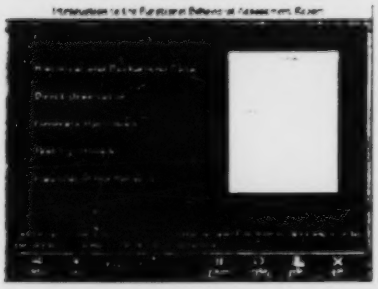
Next Topic

Introduction to Functional Behavioral Assessment Report

To Continue, Click On

Menu, then Introduction to the Functional Behavioral Assessment Report

Introduction to Functional Behavioral Assessment Report



Facilitator Actions

1. Provide participants with a copy of the Functional Behavioral Assessment Report (See Reproducible Resource Materials section).

Next Topic

Collecting Historical & Background Data

To Continue, Click On

Menu, then Phase I - Collecting Historical and Background Data

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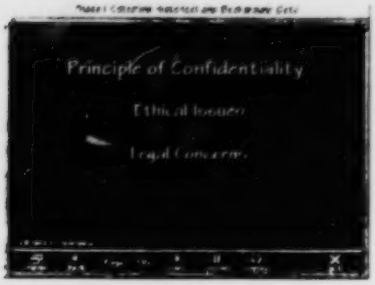
Phase I: Collecting Historical & Background Data



Confidentiality

Facilitator Actions **Notes**

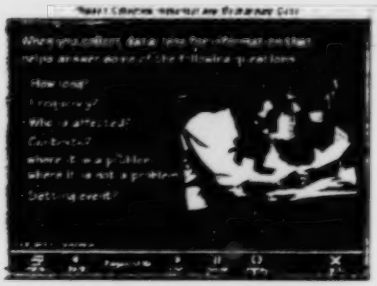
1. Provide participants with resources related to local confidentiality procedures.
2. Ask participants if they know the confidentiality procedures in their district.

Next Topic

When You Collect Data

To Continue, Click On

Next



When You Collect Data

Facilitator Actions **Notes**

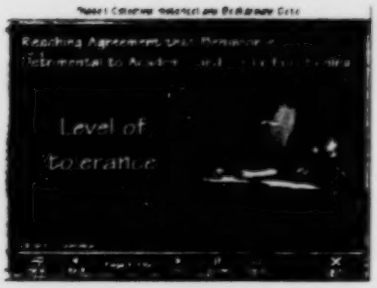
Ask participants if they can think of other questions.

Next Topic

Verifying the Existence of the Problem

To Continue, Click On

Next



Verifying the Existence of the Problem

Facilitator Actions **Notes**

1. Ask participants if they have examples of other behaviors that teachers tolerate differently.
2. Discuss the issue that behavior is highly influenced by interactions of persons in the environment including teachers, peers, etc. Although

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interactional factors are not the focal point of this video, it is important in any functional behavioral assessment to consider the role that such factors as communication, tone, prompts, corrections, and reinforcements may play in the student's behavior. Included in this interaction is the time the student needs to comprehend and react to cues, directions, and instructions.

Next Topic

Comprehension Check

Comprehension Check

Facilitator Actions	Notes
1. Direct participant attention to framed outline.	
2. Read question 6a under Phase I and choices to participants.	
3. Ask participants to mark correct choices on handout. (All choices apply.)	

Comprehension Check #2

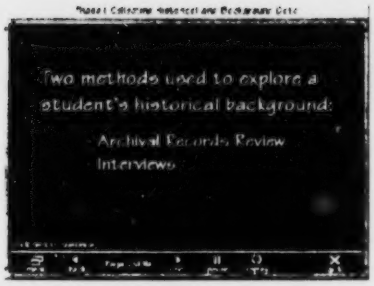
Facilitator Actions	Notes
1. Direct participant attention to framed outline.	
2. Read question 6b under Phase I and choices to participants.	
3. Ask participants to mark correct choice on handout. (The correct answer is "b.")	
4. Review choices with participants.	

Next Topic

Methods Used to Explore Historical Background

To Continue, Click On

Next



Methods Used to Explore Historical Background

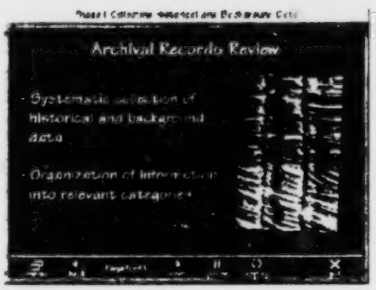
Facilitator Actions	Notes
1. At end of narration, tell participants that Archival Records Review is the first method you will explore.	

Next Topic

Archival Records Review

To Continue, Click On

Next or Archival Records Review



Archival Records Review

Facilitator Actions	Notes
1. Click on Pause at the conclusion of this screen's narrative. 2. Point out the difficulty of reviewing and condensing lengthy student records. 3. Suggest that the Archival Records Review form is useful in situations other than functional behavioral assessment when student data must be coordinated.	

Next Topic

Related Issues

To Continue, Click On

Resume

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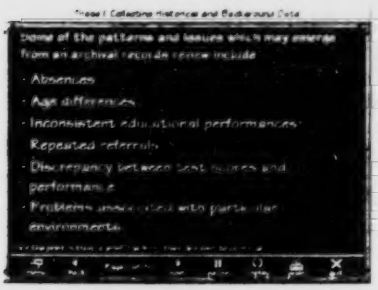

Some of the patterns and issues which may emerge from an archival records review include
- Absences
- Age differences
- Inconsistent educational performances
- Repeated referrals
- Discrepancy between test scores and performance
- Problems unrelated to particular environments

Related Issues

Facilitator Actions

1. Remind participants that this is a partial list; other issues may emerge.
2. Ask participants if they can think of other issues that might emerge from a review of student records.

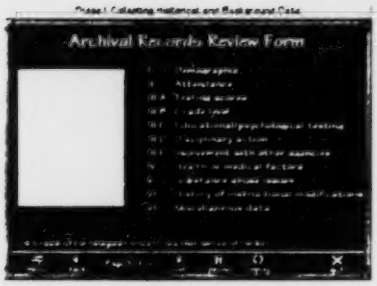
Notes

Next Topic

Archival Records Review Form

To Continue, Click On

Next



Archival Records Review Form

Facilitator Actions

1. Direct participants to locate the Archival Records Review form in their packet of handouts.
2. Click on the title of each category for a close-up of the form.
3. Briefly describe each section for participants.

Notes

Next Topic

Raynetta's Archival Records Review

To Continue, Click On

Next

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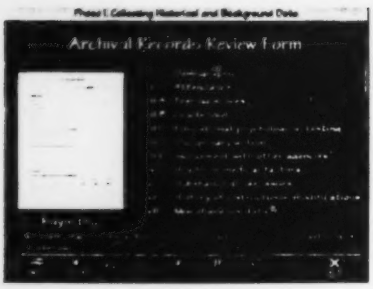


Raynetta's Archival Records Review

Facilitator Actions

1. Click on the title of each category for a close-up of Raynetta's form.
2. Read text on form to participants.
3. Point out the issues in the yellow boxes.
4. Point out how the issues are used to develop further questions for the interview and direct observation phases.
5. Review data collection and interpretation of the archival records review.

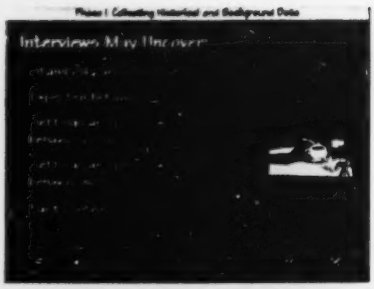
Notes

Next Topic

Interviews

To Continue, Click On

Next



Interviews

Facilitator Actions

1. Reinforce concept that it can be valuable to explore settings in which the problem behavior does not occur.

Notes

Next Topic

Interview Basics

To Continue, Click On

Next

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Interview Basics

Facilitator Actions

1. Inquire how many participants are experienced interviewers.
2. Direct participant attention to the Functional Behavioral Assessment Interview form in handout packet.
3. Reiterate suggestion of starting with scripted questions.
4. Click on each recommended interview source for more information.

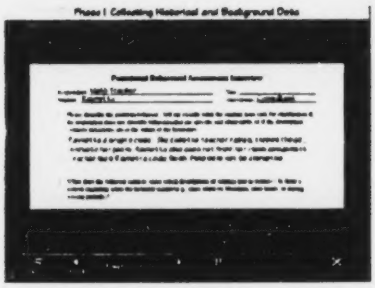
Notes

Next Topic

Interview Example: Raynetta's Teacher

To Continue, Click On

Next



Interview Example: Raynetta's Teacher

Facilitator Actions

1. Read text on form to participants.
2. Reiterate the value of reframing unclear terms.

Notes

Next Topic

Interview Example: Shane's Teacher

To Continue, Click On

Next

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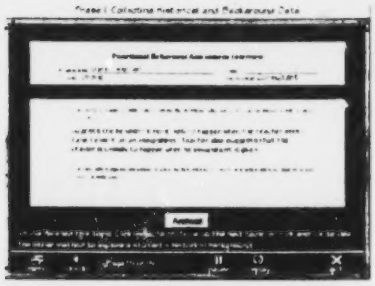

Interview Example: Shane's Teacher

Facilitator Actions

1. Read text on form to participants.
2. Point out how the information provided by the teacher may lead to other non-scripted questions.
3. Ask participants if they can think of other questions they might ask following the teachers response.
4. Review steps in Phase I: Archival Records Review and Interviews.
5. Answer questions.

Notes

Next Topic

Determining the Target Behavior

To Continue, Click On

Menu, then Phase II - Determining the Target Behavior

Phase II: Determining the Target Behavior

Defining the Target Behavior

Facilitator Actions

1. Direct participants to the framed outline.
2. Point out how each example contains a general category followed by specific descriptors.
3. Ask if there are questions about the examples.

Notes

Next Topic

Inappropriate Definitions

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To Continue, Click On

Next

Inappropriate Definitions

Facilitator Actions	Notes
1. Direct participants to the framed outline.	
2. Ask participants why each definition is inappropriate. Click each definition for feedback.	
3. Ask if there are questions about the examples.	

Next Topic

Comprehension Check

Comprehension Check

Facilitator Actions	Notes
1. Direct participant attention to the framed outline - Phase II, number 5.	
2. Ask participants to choose the most appropriate target behavior definition. (The correct answer is "a.")	
3. Ask participants why other definitions are not appropriate.	

Next Topic

An Example

To Continue, Click On

Next

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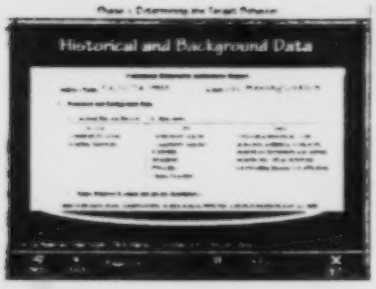


An Example

Facilitator Actions

1. Read text of issues to participants.
2. Review defining the target behavior.

Notes

Next Topic

Making Direct Observation

To Continue, Click On

Menu, then Phase III - Making Direct Observations

Phase III: Making Direct Observation

Introduction

Facilitator Actions

None

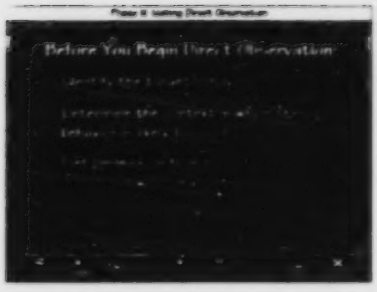
Notes

Next Topic

Tasks to Perform Prior to Direct Observation

To Continue, Click On

Next



Tasks to Perform Prior to Direct Observation

Facilitator Actions

1. Direct participants to the Request for Permission to Observe form in handout packet.
2. Suggest that participants discuss with their district administrators the need for parent permission.

Notes

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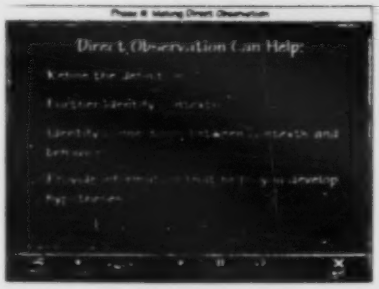
Next Topic

The Goals of Direct Observation

To Continue, Click On

Next



The Goals of Direct Observation

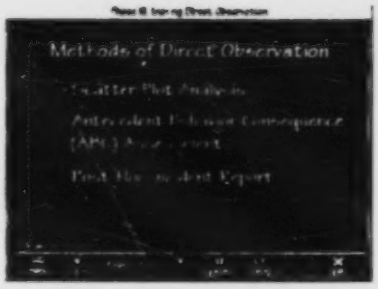
Facilitator Actions	Notes
None	

Next Topic

Methods of Direct Observation

To Continue, Click On

Next



Methods of Direct Observation

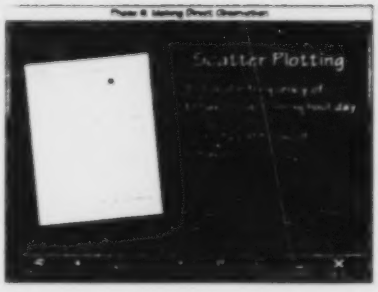
Facilitator Actions	Notes
1. Remind participants that while many observation techniques exist, the presentation will focus on three common methods.	

Next Topic

The Purpose of a Scatter Plot

To Continue, Click On

Next



The Purpose of a Scatter Plot

Facilitator Actions	Notes
1. Direct participant attention to the Scatter Plot Form in packet.	

Next Topic

Sections of the Form and a Sample

To Continue, Click On

Next

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Sections of the Form and a Sample

Facilitator Actions

1. Read each on-screen sentence to participants.
2. Review how the data are recorded in each case.

Notes

Next Topic

Comprehension Check

Comprehension Check

Facilitator Actions

1. Direct participant attention to the framed outline - Phase III, number 7.
2. Read each description of Shane's behavior to the participants.
3. Ask participants to fill in the appropriate box on the sample scatter plot in the framed outline.
4. Ask for participant suggestions on how to record the behavior.
5. Review and clarify data collection using a scatter plot.

Notes

Next Topic

Interpreting a Scatter Plot

To Continue, Click On

Next

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Interpreting a Scatter Plot

Facilitator Actions

1. Point out the cluster of boxes on the scatter plot.
2. Review the interpretation.
3. Review the questions raised by the interpretation.

Notes

Next Topic

Comprehension Check

Comprehension Check

Facilitator Actions

1. Direct participant attention to comprehension check in the framed outline - Phase III, number 9.
2. Ask participants to select the best interpretation for the scatter plot.
3. Ask for participant suggestions regarding the correct answer. (The correct answer is "b.")

Notes

Next Topic

ABC Assessment

To Continue, Click On

Next

ABC Assessment

Facilitator Actions

None

Notes

Next Topic

Rules to Observe

To Continue, Click On

Next

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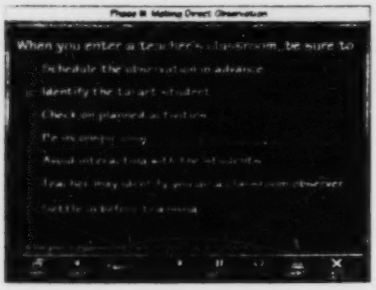


Rules to Observe

Facilitator Actions

1. Ask for other classroom observer or guest suggestions.
2. Offer examples from personal experience.
3. Direct attention to the ABC Functional Behavioral Assessment Form in the handout packet.

Notes

Next Topic

Sections of the ABC Form

To Continue, Click On

Next

Sections of the ABC Form

Presenter Actions

1. Ask for and answer any questions.

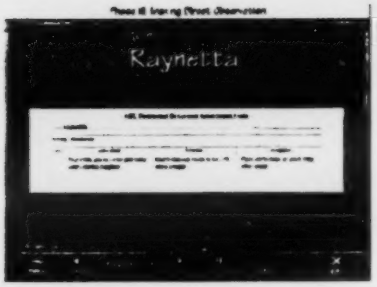
Notes

Next Topic

An Example

To Continue, Click On

Next



An Example

Facilitator Actions

1. Click on movie icon.
2. Read the recorded data for participants.

Notes

Next Topic

Interpreting the ABC Assessment

To Continue, Click On

Next

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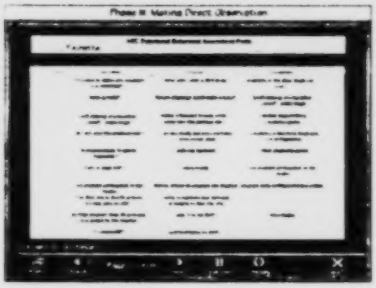

Interpreting the ABC Assessment

Facilitator Actions

1. Emphasize that the goal is to find chains that exhibit the target behavior and those that do not.
2. Click on "next" to learn about Raynetta's chains.
3. Click on "Behavior Chain 1", read the chains and the summary to participants.
4. Click on "Behavior Chain 2", read the chains and the summary to participants.

Notes

Next Topic

Raynetta's Functional Behavioral Assessment Report

To Continue, Click On

Next

Raynetta's Functional Behavioral Assessment Report

Facilitator Actions

1. Read the text on the Functional Behavioral Assessment report to participants.

Notes

Next Topic

Post-Hoc Incident (PHI) Reports

To Continue, Click On

Next

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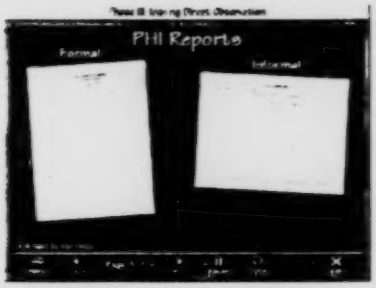


Post-Hoc Incident (PHI) Reports

Facilitator Actions **Notes**

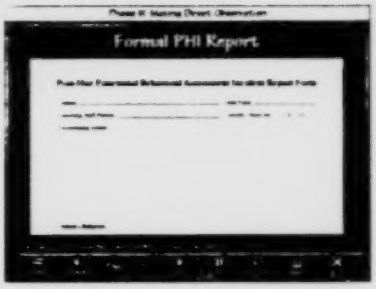
None

Next Topic

Formal PHI Report.

To Continue, Click On

Next



Formal PHI Report

Facilitator Actions **Notes**

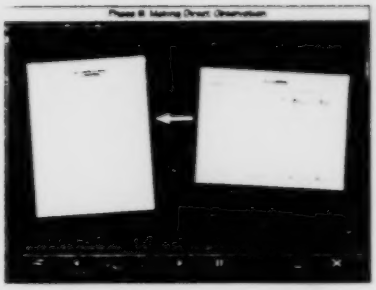
1. Direct participant attention to the formal PHI report in handout packet.

Next Topic

Informal PHI Report (Behavior Incident Log)

To Continue, Click On

Next



Informal PHI Report (Behavior Incident Log)

Facilitator Actions **Notes**

1. Direct participant attention to the Informal PHI report (Behavior Incident Log) in handout packet.
2. Review categories on form.

Next Topic

Raynetta's PHI Report.

To Continue, Click On

Next

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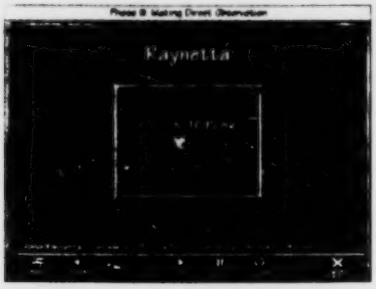
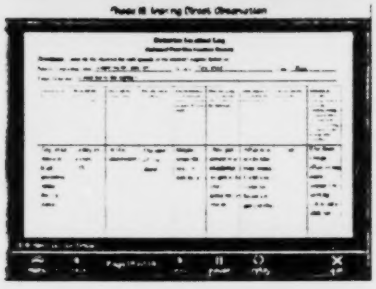




Raynetta's PHI Report

Facilitator Actions

1. Direct participant attention to the informal PHI report in handout packet.
2. Click on the movie icon.
3. Ask for participant suggestions on filling out the form.
4. Read and discuss teacher's answers on Raynettas Informal PHI report.

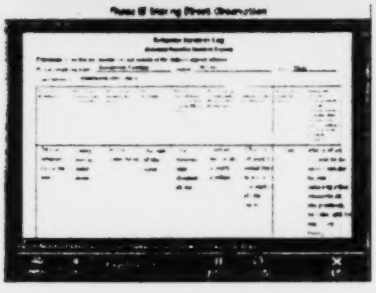
Notes

Next Topic

Shane's PHI Report.

To Continue, Click On

Next



Shane's PHI Report

Facilitator Actions

1. Direct participant attention to the informal PHI report in handout packet.
2. Click on the movie icon.
3. Ask for participant suggestions on filling out the form.
4. Read and discuss the teacher's answers on Shane's Informal PHI report.
5. Review and clarify questions regarding use of PHI reports.

Notes

Next Topic

Generating a Hypothesis

To Continue, Click On

Menu, then Phase IV - Generating a Hypothesis

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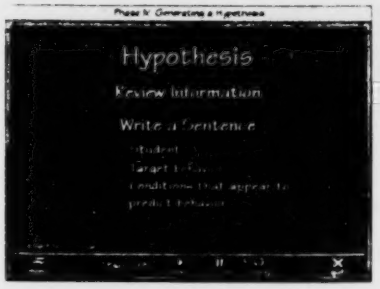
Phase IV: Generating a Hypothesis



Introduction

Facilitator Actions **Notes**

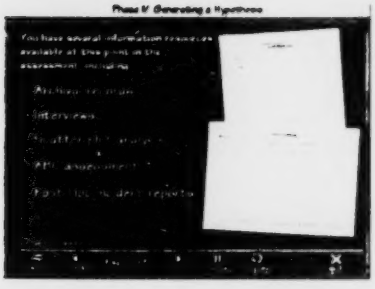
1. Review elements of a hypothesis: student, target behavior, conditions.

Next Topic

Resources

To Continue, Click On

Next



Resources

Facilitator Actions **Notes**

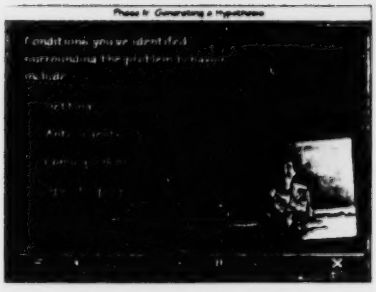
1. Suggest that these data provide us with knowledge about the conditions surrounding the target behavior.

Next Topic

Conditions

To Continue, Click On

Next



Conditions

Facilitator Actions **Notes**

None

Next Topic

An example: Billy

To Continue, Click On

Next

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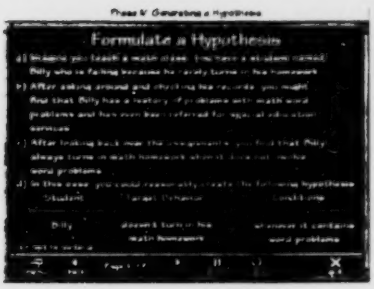


Billy

Facilitator Actions

1. Read the text to participants.
2. Remind participants that it is a simplified example.

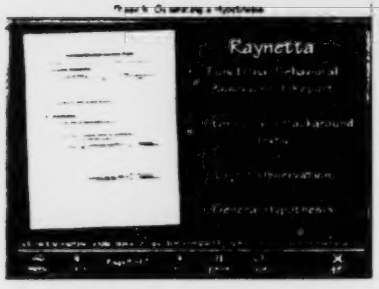
Notes

Next Topic

An Example: Raynetta

To Continue, Click On

Next



Raynetta

Facilitator Actions

1. Review information on the Functional Behavioral Assessment report with participants.
2. Direct participants to the framed outline.
3. Ask participants to formulate two hypotheses.
4. Remind participants of format: student, target behavior, conditions.

Notes

Next Topic

Formulate Hypothesis

To Continue, Click On

Next

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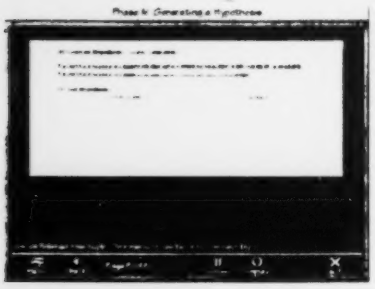


Formulate Hypothesis

Facilitator Actions **Notes**

1. Read both hypotheses to participants.

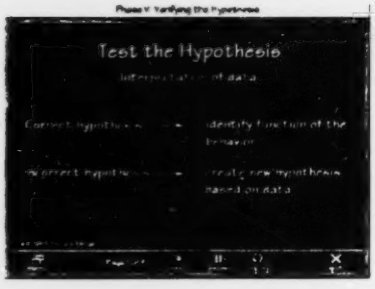
Next Topic

Verifying the Hypothesis

To Continue, Click On

Menu, then Phase V - Verifying the Hypothesis

Phase V: Verifying the Hypothesis



Introduction

Facilitator Actions **Notes**

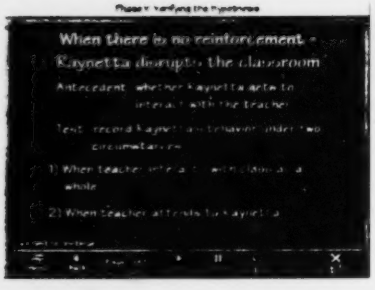
Ask for and answer any questions.

Next Topic

Manipulating the Predictor Variables

To Continue, Click On

Next



Manipulating the Predictor Variables

Facilitator Actions **Notes**

1. Review the two options for testing based on the severity of the behavior.
2. Review the Raynetta example.

Next Topic

Functional Behavioral Assessment Report

To Continue, Click On

Next

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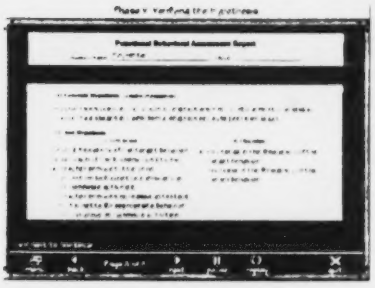


Functional Behavioral Assessment Report

Facilitator Actions

1. Read the text of the Functional Behavioral Assessment Report form to participants.
2. Ask participants what action they should take if the outcome of hypothesis testing had shown no change in Raynetta's behavior.

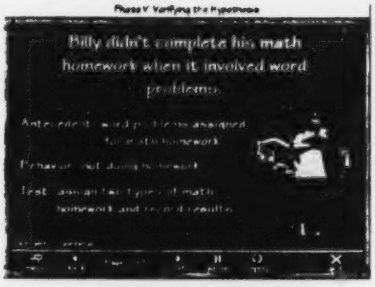
Notes

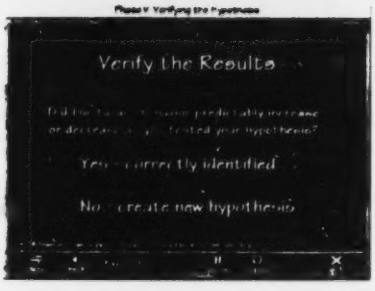
Next Topic

Verifying the Results

To Continue, Click On

Next





Verifying the Results

Facilitator Actions

1. Review the Billy example.
2. Discuss with participant that when verifying the hypothesis, it is important when manipulating the predictor variables to give the new condition a reasonable amount of time before verifying the results. Point out to participants that often when testing a hypothesis, a student's inappropriate behavior may initially increase before it decreases.

Notes

Next Topic

Two Functions of Behavior

To Continue, Click On

Menu, then on Phase VI - Determining the Function of the Behavior

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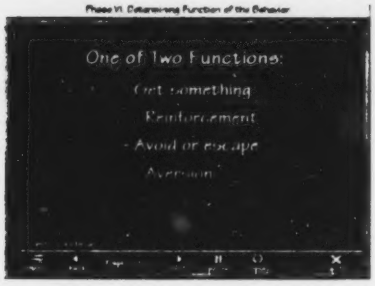
Phase VI: Determining the Function of the Behavior



Two Functions of Behavior

Facilitator Actions	Notes
1. Point out that while behavior may be conceptualized to serve many functions, it is considered to serve two functions in a behavioral model.	

Next Topic

The Function of Raynetta's Behavior

To Continue, Click On

Next

The Function of Raynetta's Behavior

Facilitator Actions	Notes
1. Review the function of Raynetta's behavior. 2. Review the goals and objectives of the tutorial section.	

Next Topic

Best or Most Appropriate Practice

To Continue, Click On

Menu, then on Functional Behavioral Assessment in Various Settings

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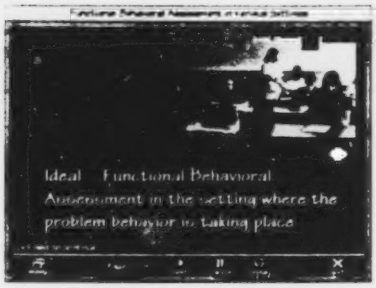
Functional Behavioral Assessment in Various Settings



Best or Most Appropriate Practice

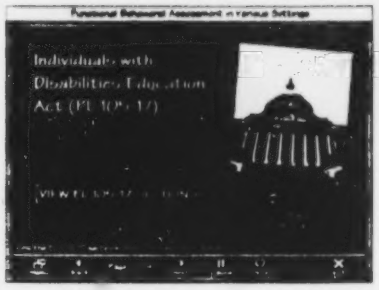
Facilitator Actions	Notes
1. Stress that functional behavioral assessment should be conducted before problem behavior becomes so serious that the student is removed to a more restrictive setting.	

Next Topic

Why Students are Removed to Other Settings

To Continue, Click On

Next



Why Students are Removed to Other Settings

Facilitator Actions	Notes
1. Click on the button "View PL 105-17 Sections". 2. Read the pop-up text to participants. 3. Point out that there are various interpretations of this section. 4. Refer participants to their district administrators for an interpretation.	

Next Topic

When a Student is Removed from the Educational Settings

To Continue, Click On

Next

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When a Student is Removed from the Educational Settings

Facilitator Actions

1. Review the various educational settings with participants.
2. Ask participants for examples of other settings in their district.

Notes

Next Topic

How Does the Setting Affect the FBA Process?

To Continue, Click On

Next

How Does the Setting Affect the FBA Process?

Facilitator Actions

1. Ask participants why direct observation is affected by the setting.
2. Ask participants why verification of the hypothesis is affected by the setting.

Notes

Next Topic

How to Deal with the Problem

To Continue, Click On

Next

How to Deal with the Problem

Facilitator Actions

1. Recall for participants how educational settings can differ.
2. Stress that planning the assessment involves considering the types of data you can collect in the setting.

Notes

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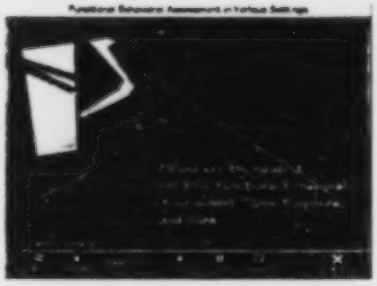
Next Topic

Additional Assessment Tools

To Continue, Click On

Next



Additional Assessment Tools

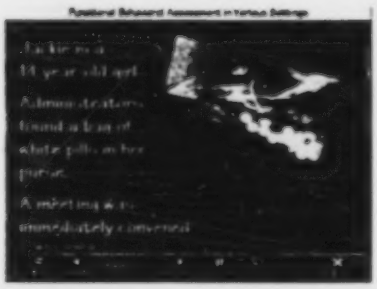
Facilitator Actions	Notes
1. Direct participant attention to the "Functional Behavioral Assessment: Tools, Purposes, and Uses" handout.	

Next Topic

Examples of Assessment Planning

To Continue, Click On

Next



Examples of Assessment Planning

Facilitator Actions	Notes
1. Review the highlights of the example.	

Next Topic

Planning the Assessment

To Continue, Click On

Next

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Planning the Assessment

Facilitator Actions

1. At end of narration, ask participants if they have questions.

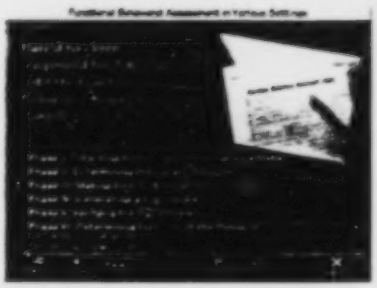
Notes

Next Topic

Another Example

To Continue, Click On

Next



Another Example

Facilitator Actions

1. Review the highlights of the example.
2. Direct participant attention to framed outline.
3. Read 9b under Functional Behavioral Assessment in Various Settings.
4. Ask participants to mark correct choice on their framed outline. Allow 2 to 3 minutes.
5. Review with participants by clicking on each step in the FBA process.

Notes

Next Topic

Review of Functional Behavioral Assessment Tutorial

To Continue, Click On

Menu, then on Review of Functional Behavioral Assessment Tutorial

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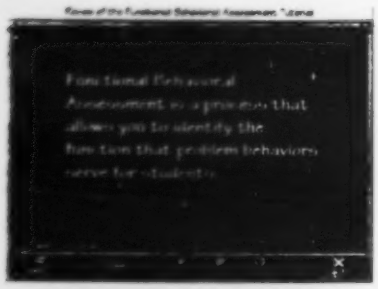
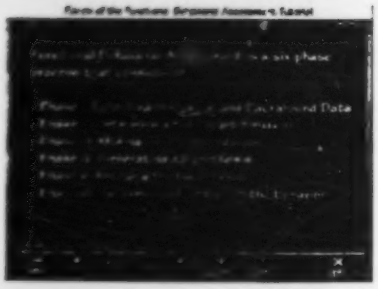
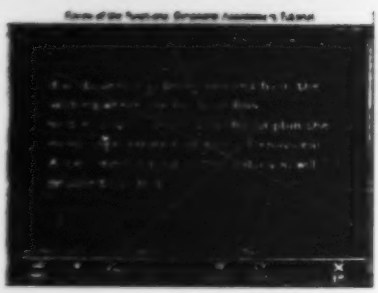
Review of FBA Tutorial







Facilitator Actions

1. Review the purpose of FBA.
2. Briefly review the six phases.
3. Briefly review the assessment and data collection tools.
4. Briefly review conducting a functional behavioral assessment when the student is removed from the setting where the behavior has historically occurred.
5. Ask for participant questions.

Next Topic

Case Studies

To Continue, Click On

Menu, then Case Studies

Notes

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Reproducible Resource Materials

FBA CD-ROM: User Tips

- ❑ This module includes a number of audio and video clips. Make sure the sound on your computer is turned up to an appropriate level.
- ❑ The FBA CD-ROM is very interactive. Be prepared to answer questions and write responses.
- ❑ Try not to be intimidated by the interactive features of the program. Your actions and answers are not recorded and you are not penalized for mistakes.
- ❑ Ask your supervisor or instructor for instructions on submitting completed data collection sheets or case study documentation.

FBA CD-ROM: Framed Outline

This framed outline is designed to help you benefit from the use of the FBA CD-ROM in a group presentation format. All of the information from the tutorial section of the FBA CD-ROM is provided for you on the left-hand side of each page. Space on the right hand side of the outline has also been provided so that you can enter your own notes. Be sure to alert the instructor if you need more time, if something is unclear, or if you lose your place in the outline.

Phase I: Historical and Background Data

1. The first step in a functional behavioral assessment is collecting historical and background data.
2. A review of historical and background data helps:
   a. verify the existence of a problem
   b. define the target behavior
3. Principle of Confidentiality: be aware of the confidentiality procedures in your district.
4. When you collect data, look for information that helps answer some of the following questions:
   a. How long?
   b. Frequency?
   c. Who is affected?
   d. Where it is/is not a problem?
   e. Setting Events?
5. Verifying the existence of a problem involves:
   a. reaching agreement that behavior is detrimental to student learning
   b. recognizing that teachers have different levels of tolerance
6. **Comprehension Check:**
   a. Which of the following are reasons to collect historical and background data? (Choose all that apply.)
      ( ) to structure later data collection and observations

Notes

( ) to determine what the behavior looks like

( ) to determine the frequency of the behavior

( ) to determine contexts in which the behavior tends to occur

( ) to determine contexts in which the behavior does not occur

( ) to verify the existence of a problem

( ) to identify "setting events"

b. How can you assure that you are conducting your records review in an ethical and legal manner? (Choose one.)

( ) Contact the legal counsel for your school district.

( ) Be aware of the confidentiality procedures of your school district.

( ) Only allow full-time staff to review records.

( ) Review records only in the presence of the student's legal guardian.

7. Two methods used to explore a student's historical background are:
   a. Archival Records Review
   b. Interviews

8. An archival records review consists of:
   a. systematic collection of historical and background data
   b. organization of information into relevant categories

9. The purpose of an archival records review is to determine related issues. The information can be used to:
   a. identify contexts
   b. guide interviews
   c. determine when and where to observe the behavior

10. Some patterns and issues which may emerge from an archival records review include:
    a. absences
    b. age differences
    c. inconsistent educational performance
    d. repeated referrals
    e. discrepancy between test scores and performance

Notes

f. problems associated with particular environments

11. The Archival Records Review form

12. Raynetta's Archival Records Review form

13. Interviews can provide a wide variety of information that help to focus your assessment.

14. Interviews may uncover:
    a. standards and expectations
    b. expected behaviors
    c. settings and people where the behavior occurs
    d. settings and people where the behavior doesn't occur
    e. past contexts
    f. previous problem behavior
    g. what problem behavior looks like
    h. setting events
    i. events that occur immediately before the behavior
    j. potential reinforcers
    k. historical information

15. When conducting an interview you may want to:
    a. use scripted questions
    b. conduct informal interviews
    c. use multiple sources (informants)
    d. compare information from different sources

16. Recommended sources for interviews include:
    a. teachers

    b. caregivers

    c. student

    d. related service providers: O.T., P.T., speech/language, psychologist, mental health workers, etc.

Notes

17. Audio of an interview with Raynetta's teacher.
    a. Note how the interviewer helped the teacher clarify issues.
    b. Note how the interview is recorded on the form.
18. Audio of an interview with Shane's teacher.
    a. Note how the interview is recorded on the form.

Phase II: Determining the Target Behavior

1. The next step in a functional behavioral assessment is defining the target behavior.
2. Defining the target behavior:
    a. provides a focus for collecting data
        1. sources of data are the archival records review and interviews
3. The definition of target behavior consists of:
    a. a general category of behavior
    b. specific descriptors
    c. the following examples:
        1. verbal aggression; loud voice, insults to peers
        2. verbal and physical aggression; loud voice, insults to teachers/peers, pushing
        3. noncompliance; refusal to work, failure to follow directions
        4. disruption; loud voice, singing, call outs
4. Inappropriate definitions

    A target behavior definition may be inappropriate if:
    a. it does not have a general description of the type of behavior
    b. it does follow the general behavior type with specific descriptors
    c. it uses terms which are judgmental or terms that are not observable and measurable
5. **Comprehension Check:**

    Which of the following is a good definition of target behavior? (Choose one.)

Notes

( ) physical aggression; pushes peers, throws objects, turns over furniture

( ) physical aggression; intimidating looks, overbearing attitude

( ) pushes peers, throws objects, turns over furniture

( ) physical aggression

6. Raynetta's Functional Behavioral Assessment Report form
   a. Note how data is recorded on the form.
   b. Note how the target behavior is recorded on the form.

Phase III: Direct Observation

1. Before you begin direct observation:
   a. identify the target behavior
   b. determine context in which the behavior is likely to occur
   c. get permission from the parent or legal guardian
2. Direct observation can help:
   a. refine the definition
   b. further identify contexts
   c. identify connections between contexts and behavior
   d. provide information that helps you develop hypotheses
3. Three methods of direct observation are:
   a. Scatter Plot Analysis
   b. Antecedent-Behavior-Consequence (ABC) Assessment
   c. Post-Hoc Incident Report
4. Scatter plotting:
   a. estimates frequency of behaviors across school day
   b. identifies patterns of behavior
5. Areas of the Scatter Plot Form
   a. student name and starting date
   b. open, crossed, and filled boxes

Notes

1. open: no occurrence
2. crossed: low frequency
3. filled: high frequency

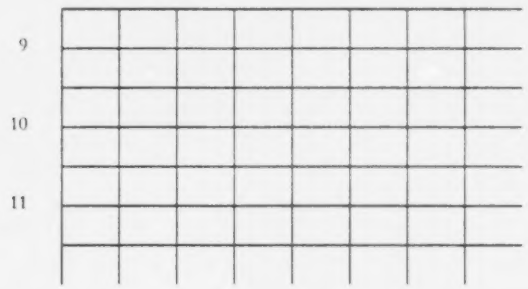
c. vertical axis (time of day in 30 min. intervals)

d. horizontal axis (days)

6. Sample Scatter Plot for Raynetta

7. **Comprehension Check:**

Record each behavior on the scatter plot form below.



On day 1 between 9:30 and 10:00, Shane threw his pencil.

On day 2 between 9:30 and 10:00, Shane did not exhibit any incidents.

On day 3 between 9:30 and 10:00, Shane refused to work, slammed a door, and threatened a teacher.

8. Interpreting Raynetta's Scatter Plot Data

a. Note how the data is recorded on the Functional Behavioral Assessment Report Form.

b. Once you have interpreted the data, you may want to ask:

1. What subjects are taught during this time?
2. Are task demands different during this time?
3. Are teaching methods or teachers different?

9. **Comprehension Check:**

Visually inspect Shane's completed Scatter Plot. Then select the sentence below that offers the best interpretation.

( ) Shane tends to exhibit the behavior frequently between 10:30 and 12:00.

( ) Shane tends to exhibit the behavior almost every day between 9:30 and 10:30.

Notes

( ) The best time to conduct further observations of Shane is between 11:00 and 12:00.

10. **Comprehension Check:**

List below some questions you might want to investigate after interpreting Shane's scatter plot.

a.

b.

c.

11. Antecedent-Behavior-Consequence Assessment
    a. ABC Assessment allows us to draw connections between what happens immediately before, during and after student behaviors.
    b. The observer must be present during the observation.
    c. Observations should last from 15 to 40 minutes.
    d. You should conduct at least 3 observations.

12. When you enter a teacher's classroom, be sure to:
    a. schedule the observation in advance
    b. identify target student
    c. check on planned activities
    d. be inconspicuous
    e. avoid interacting with the students
    f. have teacher identify you as a classroom observer
    g. settle in before beginning

13. Sections of the ABC Functional Behavioral Assessment Form
    a. The top of the form is for recording pre-observation information.
    b. The center section of the form is used for recording your observation data.

14. An Example: Raynetta

Note how the data is recorded on the form.

15. The key to making sense of ABC data is to identify two types of behavioral chains:
    a. behavioral chains that contain the target behavior

Notes

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b. behavioral chains that do not contain the target behavior

16. Post-Hoc Incident Report
    a. The Post-Hoc Incident Report is used to collect data when an observer is not in the classroom.
    b. Teachers can communicate valuable data through the PHI Report.

17. There are two types of PHI Report Formats:
    a. formal
    b. informal

18. Formal PHI Report
    a. similar to the ABC assessment
    b. filled out as soon as possible after the incident
    c. breaks the behavior down into its components

19. Informal PHI Report
    a. the best option when teachers and staff do not have experience with ABC assessment
    b. fill out as soon as possible after the incident.
    c. the user answers the questions at the top of each column.
    d. the information will be easier to interpret if you also record it on the Formal PHI Report Format.

20. An example: Raynetta
    a. Observe the video clip.
    b. Note how the information is recorded on the form.

21. Comprehension Check: Shane
    a. Observe the video clip.
    b. Find the informal PHI Report in your packet.
    c. Consider how you would record the information on the form.

Phase IV: Generate a Hypothesis

1. Introduction
    a. A hypothesis is a testable explanation of how antecedants and consequences affect the behavior in question.

Notes

b. You will review the information you've gathered from various resources.

c. Then you will write a sentence that includes:

1. the student
2. the target behavior
3. the conditions that appear to predict the behavior.

2. Resources include:
   a. archival records
   b. interviews
   c. scatter plot analysis
   d. ABC assessment
   e. Post-Hoc Incident Reports

3. Conditions include:
   a. setting
   b. antecedents
   c. consequences
   d. specific people

4. An example: Billy

5. An example: Raynetta

Review the information on the Functional Behavioral Assessment Report. Then generate one or two reasonable hypotheses in the space below.

a. Hypothesis 1:

b. Hypothesis 2:

Notes

Phase V: Verifying the Hypothesis

1. Introduction
   a. Only a verifiable hypothesis is useful in determining the function of the behavior.

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b. If our hypothesis is correct, we have the right information to determine the function of the behavior.

c. If our hypothesis in incorrect, we may need to test an alternate hypothesis or return to our data to create a new one.

2. Manipulating the predictor variables
   a. Only withdraw the predictor variable if the behavior is dangerous.
   b. Present and withdraw the predictor variable if the behavior is not dangerous.

3. Predictor variable

   The predictor variable refers to the antecedents and/or consequences that appear to predict the appearance of the target behavior.

4. An example: Billy

5. An example: Raynetta
   a. Note the suggested method for testing the hypothesis.
   b. Note how the hypothesis test is recorded.

6. Verifying the results
   a. Did the behavior predictably increase or decrease as you tested your hypothesis?
   b. If yes, then you have correctly identified the predictor variable for the target behavior.
   c. If no, then you must go back and test another hypothesis.

7. An example: Raynetta
   a. Note how the outcomes are recorded on the Functional Behavioral Assessment Report.
   b. The data suggest that the hypothesis is correct.

Phase VI: Function of the Behavior

1. For the purposes of functional behavioral assessment, we will consider that behavior serves one of two functions:
   a. to get something they want
   b. to avoid something they don't want

Notes

2. One final question:
   a. Is the student attempting to obtain reinforcement or avoid an unpleasant event?
   b. Consider Raynetta; is she trying to obtain reinforcement or avoid unpleasant events?

3. An example: Raynetta

   In the case of Raynetta, our data suggests:
   a. Lack of teacher attention is the predictor variable.
   b. Raynetta engages in classroom disruption.
   c. This brings teacher attention.
   d. Therefore, the function of Raynetta's behavior is to obtain reinforcement.

Notes

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Functional Behavioral Assessment in Various Settings

1. The process of functional behavioral assessment we have described applies to situations in which you have access to the student in the setting where the problem behavior has occurred.
   a. Doing functional behavioral assessments in settings where the problem behavior occurs should be considered the best or most appropriate practice.
   b. Functional behavioral assessments should be conducted before problem behavior becomes so serious that the student is removed to a more restrictive setting.

2. However, there may be situations in which you cannot conduct a functional behavioral assessment in the setting where the problem behavior has historically occurred.
   a. The IDEA requires functional behavioral assessment.
   b. The IDEA also allows schools to temporarily remove certain students from settings where the behavior has historically occurred.

3. A student who has been removed from his or her educational setting may be in any one of the following environments:
   a. a one-on-one setting with school staff
   b. a day treatment program
   c. a juvenile detention center
   d. an alternative education program
   e. home

4. If a student has been removed from the setting in which the problem behavior has occurred, you may not have the ability to conduct two critical steps in the functional behavioral assessment process:
   a. conduct direct observations
   b. verify the hypothesis

5. If a student has been temporarily placed in a more restrictive setting, you should strive to plan a set of assessment phases that is as close to the ideal model as possible.

Notes

a. Plan your assessment based on the type of data you can collect.

6. You may want to use other methods to gather information about the nature of the problem behavior.

7. An example:
   a. Jackie is a 14 year-old girl.
   b. Administrators found a bag of white pills in her purse.
   c. A meeting was immediately convened.

8. Planning the Assessment
   a. You can:
      1. collect historical and background data
      2. determine the target behavior
      3. develop a hypothesis
      4. determine the function of the behavior
   b. You cannot:
      1. collect direct observation data
      2. verify the hypothesis

9. Comprehension Check:
   a. An example: Harold
      1. Harold is a 9 year-old student with an emotional and behavioral disability.
      2. Harold has repeatedly pulled the fire alarm.
      3. Harold has been suspended for 3 days or until the functional behavioral assessment is complete.
   b. Plan your assessment by putting a check mark next to the each phase you could complete in a functional behavioral assessment of Harold.
      1. Collect historical and background data.
      2. Determine the target behavior.
      3. Collect direct observation data.
      4. Develop a hypothesis.
      5. Verify the hypothesis.
      6. Determine the function of the behavior.

Notes

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Review

In this tutorial, you've learned that:

1. Functional behavioral assessment is a process that allows you to identify the function that problem behaviors serve for students.

2. Functional behavioral assessment is a six-phase process that consists of:

   collecting historical and background data
   determining the target behavior
   conducting direct observations
   developing a hypothesis
   verifying the hypothesis
   determining the function of the behavior

3. A variety of data collection tools can help you conduct a functional behavioral assessment.

   The Archival Records Review
   Interviews
   Scatter Plotting
   Antecedent-Behavior-Consequence Assessment
   And, Post-Hoc Incident Reports

4. If a student has been removed from the setting where the behavior has historically occurred, you should plan the most appropriate functional behavioral assessment based on the data you will be able to collect.

Notes

Documentation Forms

Functional Behavioral Assessment Report

Student's Name: _____ School: _____

I. Historical and Background Data

A. Archival Records Review	B. Interviews	
(Records)	(Who)	(Issues)

C. Target Behavior (General and specific descriptors.)

II. Direct Observation

A. Scatter Plot (When and where the behavior occurs.)

B. Antecedent-Behavior-Consequence and Post-Hoc Incident Reports (What are common antecedents and consequences?)

Antecedents	Instances of the Target Behavior	Consequences

Antecedents	Non-Instances of the Target Behavior	Consequences

III. Generate Hypothesis (Testable explanation)

IV. Test Hypothesis

A. How to test	B. Outcomes

V. Function of the Behavior

Request for Permission to Observe

Occasionally we find that classroom observation is helpful in planning the best educational program for a child. Often it provides insight into a child's learning styles which a teacher can incorporate into classroom instruction. This observation is done by school personnel (i.e., teacher, principal, school psychologist, behavioral consultant, etc.). The results of these observations are available to you should you have any questions.

We would like permission to observe your child, _____.

_____ Yes, I, as a parent or legal guardian, DO GIVE my permission for the observation of my child.

_____ No, I, as a parent or legal guardian, DO NOT GIVE my permission for the observation of my child.

_____ _____

Date Name of Parent/Legal Guardian

_____

Name of School

Please sign 1 (one) copy and return it to school. You may keep the other copy for your records. If you have any questions, call me at _____.

Sincerely,

Archival Records Review

Recorder _____

Date of completion _____

Sources: _____

I. Demographic

Student Name _____

Birthdate _____ Race _____ Sex _____

Parent/Legal Guardian _____

Lives with _____

Address _____

Phone _____

Grade _____ Years in School (K-12) _____

Age _____ Number of Schools Attended _____

What Grades were Repeated? (indicate number of times) _____

Current Homeroom Teacher _____

Current School _____

Household Members and Relationship to Student _____

_____

_____

_____

_____

_____

II. Attendance

Identify the number of days missed at each grade level:

Prschl ____ K _____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

6th _____ 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th _____

Discuss any absence patterns: _____

_____

_____

_____

III. Educational Information

A. Please list or attach any group test National Percentiles (NP) for each subject addressed. Include each of the last 3 years or test dates.

Test Name _____

Subject	19	19	19
Reading Total			
Spelling Total			
Language Total			
Math Total			
Total Battery			

B. List current or most recent grades completed. Attach other student grades as appropriate.

Grade Level	Subjects	Grades Earned	Comments

C. Are there any previous comprehensive educational/psychological evaluations available?

Yes ____ No ____

Location

Were services recommended? Yes ____ No ____

Were services provided? Explain: _____

_____

_____

_____

_____

D. List or attach disciplinary actions. (List most recent first.)

Date	Incident	Actions Taken

E. List student involvement with other agencies (i.e., state agencies, counseling, medical, other). Note where release of information is available. (List most recent first.)

Agency	Address	Date of Service	Nature of Service

IV. Have any medical/health factors been identified which may contribute to the student's past or current school problems?
If yes, identify factors:

Physical Status	Date of Evaluation	Results
Vision		
Hearing		
Medical		

Medical History—List or attach the following information:

Current Medications

Date Prescribed Treating Physician

Do the medical records indicate that the medications affect the student's educational or behavioral performance? Comments: _____

_____

_____

_____

_____

V. **Are there references to substance abuse?** Yes ____ No ____

Comments: _____

_____

_____

_____

_____

VI. **List and give date of any past modifications in instruction or behavioral management (e.g., transition room, tutoring, Chapter I, curriculum modification, special education, behavior management systems, etc.).**

_____

_____

_____

_____

_____

_____

_____

_____

VII. **List any other significant information regarding known academic strengths and weaknesses, other significant behavior, and current stressors which may contribute to the student's problems.**

_____

_____

_____

_____

_____

Functional Behavioral Assessment Interview

Respondent: _____ Date: _____

Student: _____ Interviewer: _____

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

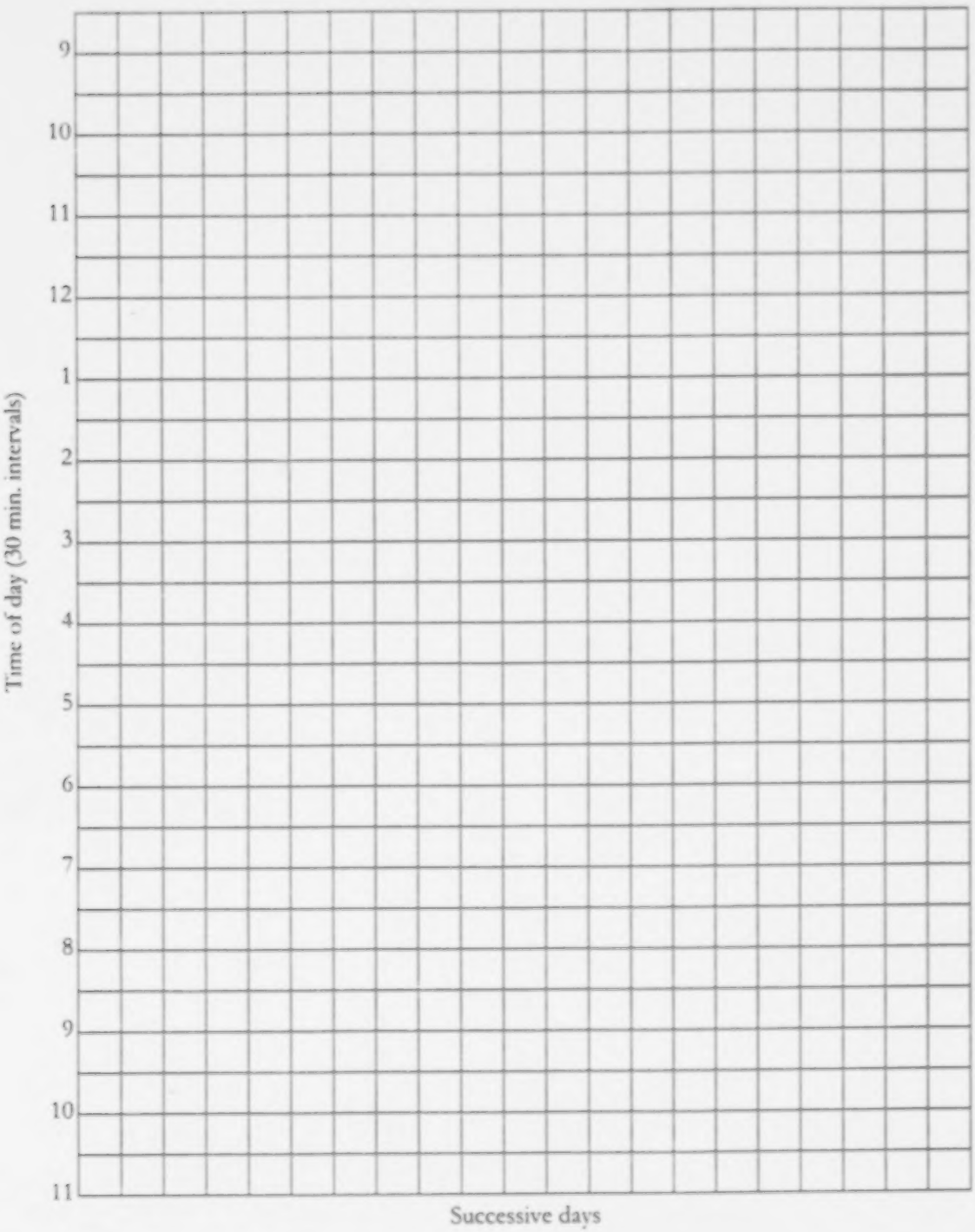
4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

Scatter Plot Form

Student _____ Starting date: _____

_____ / _____ ■ _____



ABC Functional Behavioral Assessment Form

Name _____ Date _____

Setting Information:

Time	Antecedent	Behavior	Consequence

Post-Hoc Functional Behavioral Assessment Incident Report Form

Student: _____ Date/Time: _____

Reporting Staff Person: _____ Directly Observed: YES NO

Precipitating Events:

Student's Behavior:

Consequences/Outcome:

Behavior Incident Log

(Informal Post-Hoc Incident Report)

Directions: Complete the checklist for each episode of the student's targeted behavior.

Person completing form: _____ Student: _____ Date: _____

Target behavior: _____

Description of the behavior.	When did this behavior occur most recently?	Where did the behavior take place?	Who else was in the setting?	Was the behavior directed toward a person, or toward property? Who or what?	What was going on immediately (15 min.) before the behavior?	What happened immediately after the behavior?	Did you directly observe the behavior?	**Comments:** (Describe anything unusual about the schedule, setting, or student when the event took place, or anything you think would be helpful to consider.)

Functional Behavioral Assessment: Tools, Purposes, and Uses

Tool	Type	Purpose/ Outcome	Data Collection and Interpretation	When to Use
Antecedent Behavior Consequence (ABC)	Direct observation recording tool Specific event analysis Can be analyzed from a videotape segment	Determines what happens before a behavior occurs, what the behavior looks like during an event, and what happens after the behavior occurs, including environmental conditions, interactions, etc.	Persons trained in observation and recording techniques	When analyzing specific conditions that may be triggering or maintaining behavior
Functional Assessment Observation Form	Direct observation tool Multiple event recording log	Provides information regarding predictor events, consequences, frequency, perception about how the function of the behavior is maintained, the time the behavior occurs, and patterns of behavioral occurrences	Persons who are in direct contact with the individual and who are trained in the use and interpretation of the form	When behaviors occur at a moderate to high frequency (25 times per day). Can be used for lower frequency behaviors (<25 occurrences) when used as a time sampling tool (e.g. 15 minutes out of each hour)
Functional Assessment Interview	Informant interview tool	Provides information about events that influence problem behavior	Persons trained in interview techniques	When identifying settings, events and activities
Motivational Assessment Scale (MAS) Durand, M.V. & Crimmins, D.B. (1992). Topeka, KS: Monaco & Assoc.	Informant tool Analysis of specific behavior which can be used for multiple events	Determines desired outcome or function behavior serves	Any person involved with the student	When developing hypotheses about behavior
Outcome analysis	Observation/ informant tool Multiple event analysis	Determines desired outcome or function behavior serves. Interactions that are occurring, behavior patterns	Person trained in use of the form and interpretation by educational team and trained persons who know the student	When behavior of concern occurs at a lower frequency
Scatterplot Analysis	Direct environment observation recording tool	Charts baseline information about the occurrence of the behavior within specific time increments and activities	Persons trained in observation and recording techniques	When determining when the behavior does and does not occur

Tool	Type	Purpose/ Outcome	Data Collection and Interpretation	When to Use
Information gathering tool for developing a comprehensive behavior support plan Jackson, L.B. & Leon, M.Z. (1998). Colorado Springs, CO: PEAK Parent Center.	Informant/ ecological interview tool	Provide groundwork for the construction of a comprehensive behavior support plan. In-depth process that examines multiple environments and motivations	Person trained in the use of behavior support processes	When a student is transitionsing from one environment to another (e.g., center based to more inclusive) or when the behaviors are complex and less formal processes have not been successful
The Instructional Environmental System II (TIES-II) Ysseldyke, J. & Christenson, S. (1996). Longmont, CO: Sopris West.	Informant/ecological observation tool Multiple checklists and interview formats Emphasis on general education classroom environment and curriculum	Provides parent, teacher, and student perceptions about learning environment, interactions, and expectations. Additionally provides a direct observation format for collecting academic and behavioral data	Can be filled out by any person who knows the child and the instrument. Observes and/or interviews classroom teacher, parent/ guardian and student. Should be interpreted by persons with training in functional behavioral assessment	When there is a need to understand the multiple influences on a student's performance
Screening for Understanding of Student Problem Behavior Pennsylvania Department of Education (1999). Harrisburg, PA: Author.	Informant interview of student-centered team	To systematically determine the functions of a given behavior and the factors associated with the (non)occurrence of that behavior	Any person can facilitate the process	When both broad and specific information need to be gathered
Anecdotal logs	Continuous written data recordings	Provides an ongoing qualitative event recording of the behavior, antecedents, and consequences	Can be written by any person who works with or observes the student. Should be interpreted by persons with training in functional behavioral assessment	When determining what the behavior looks like, frequency of occurrence, and the specific environmental conditions surrounding the behavior's occurrence

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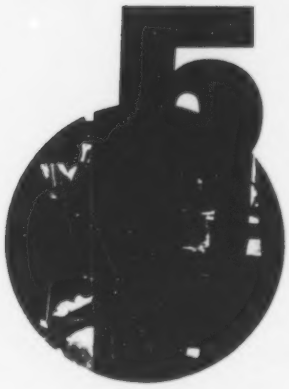

Reproducible Case Study Data Collection and Documentation Forms

Case Study for Tracey Marcum

Request for Permission to Observe

Occasionally we find that classroom observation is helpful in planning the best educational program for a child. Often it provides insight into a child's learning styles which a teacher can incorporate into classroom instruction. This observation is done by school personnel (i.e., teacher, principal, school psychologist, behavioral consultant, etc.). The results of these observations are available to you should you have any questions.

We would like permission to observe your child, _____.

_____ Yes, I, as a parent or legal guardian, DO GIVE my permission for the observation of my child.

_____ No, I, as a parent or legal guardian, DO NOT GIVE my permission for the observation of my child.

_____ _____

Date Name of Parent/Legal Guardian

_____

Name of School

Please sign 1 (one) copy and return it to school. You may keep the other copy for your records. If you have any questions, call me at _____.

Sincerely,

Functional Behavioral Assessment Report

Student's Name: Tracey Marcum School: _____

I. Historical and Background Data

A. Archival Records Review	B. Interviews	
(Records)	(Who)	(Issues)

C. Target Behavior (General and specific descriptors)

II. Direct Observation

A. Scatter Plot (When and where the behavior occurs)

B. Antecedent-Behavior-Consequence and Post-Hoc Incident Reports (What are common antecedents and consequences?)

Antecedents	Instances of the Target Behavior	Consequences

Antecedents	Non-Instances of the Target Behavior	Consequences

III. Generate Hypothesis (Testable explanation)

IV. Test Hypothesis

A. How to test	B. Outcomes

V. Function of the Behavior

Archival Records Review

Recorder _____

Date of completion _____

Sources: _____

I. Demographic

Student Name Tracey Marcum

Birthdate 11/83 Race C Sex F

Parent/Legal Guardian Sherrie Marcum

Lives with Mother

Address 236 Westerton Way

Phone 555-4678

Grade 9 Years in School (K-12) 10

Age 15 Number of Schools Attended 6

What Grades were Repeated? (indicate number of times) 0

Current Homeroom Teacher Mason

Current School Chesterton HS

Household Members and Relationship to Student Mother, Sister - age 8

II. Attendance

Identify the number of days missed at each grade level:

Prschl ____ K ____ 1st ____ 2nd ____ 3rd ____ 4th ____ 5th ____

6th 5 7th 2 8th 3 9th ____ 10th ____ 11th ____ 12th ____

Discuss any absence patterns: _____

III. Educational Information

A. Please list or attach any group test National Percentiles (NP) for each subject addressed. Include each of the last 3 years or test dates.

Test Name Portfolio Assessment & CTBS (Grade Level Scores)

Subject	1995	1996	1997
Reading Total	4.3	6.0	8.2
Spelling Total	4.2	6.2	8.5
Language Total	4.4	6.0	8.3
Math Total	5.0	6.6	8.0
Total Battery	4.7	6.4	8.2

B. List current or most recent grades completed. Attach other student grades as appropriate.

Grade Level	Subjects	Grades Earned	Comments
9	Math	C	
9	History	B	
9	English	C	
9	Industrial Tech	C	
9	Band	B	

C. Are there any previous comprehensive educational/psychological evaluations available?

Yes ____ No X

Location

Were services recommended? Yes ____ No ____

Were services provided? Explain: _____

_____

_____

_____

_____

D. List or attach disciplinary actions. (List most recent first.)

Date	Incident	Actions Taken
9/23	Classroom disruption	Suspension (2 day)
9/15	Lunchroom disruption	Saturday School
9/8	Hallway fight	Paret Contact/Suspension (1 day)
9/4	Hallway disruption	Saturday School

E. List student involvement with other agencies (i.e., state agencies, counseling, medical, other). Note where release of information is available. (List most recent first.)

Agency	Address	Date of Service	Nature of Service
Adolescent Care Inc.	Morrisville	8/25/96	Counseling
Court Desig. worker	Sorrel Co. Courthouse	9/6/96	Scheduled Meeting

IV. Have any medical/health factors been identified which may contribute to the student's past or current school problems?
If yes, identify factors:

Physical Status	Date of Evaluation	Results
Vision	7/20/96	within normal limits
Hearing	7/20/96	within normal limits
Medical	7/20/96	within normal limits

Medical History—List or attach the following information:

Current Medications None

Date Prescribed Treating Physician

Do the medical records indicate that the medications affect the student's educational or behavioral performance? Comments: No concerns about medical records

V. **Are there references to substance abuse?** Yes ____ No X

Comments: _____

VI. **List and give date of any past modifications in instruction or behavioral management (e.g., transition room, tutoring, Chapter I, curriculum modification, special education, behavior management systems, etc.).**

Behavior problems from previous year were dealt with through suspension (6 suspensions during last year)

VII. **List any other significant information regarding known academic strengths and weaknesses, other significant behavior, and current stressors which may contribute to the student's problems.**

Records list three home addresses for Tracey within last two months. Two notes in disciplinary folder show assistant principal letters to parent concerning Tracey's aggressive behavior and choice of peer group. Contact with counseling agency suggests Tracey has problems forming peer relationships; she reports being rejected by peers. Parent confirms this problem.

Functional Behavioral Assessment Interview

Respondent: Parent Date: 10/05/98

Student: Tracey Marcum Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Reports frequent problems in school. Does not get along with peers. Has been suspended several times. Notes that Tracey was required to go to juvenile court for a fight in the neighborhood.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   Mostly school. Also suggests Tracey is around other kids without adult supervision.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   Job requires frequent moves. Tracey has not been accepted well at all schools.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   Tracey is with peers. Not sure about what happens at school.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   Reports that Tracey usually gets suspended. Also reports that Tracey calms quickly after any incident.

Functional Behavioral Assessment Interview

Respondent: Tracey Marcum Date: 10/02/98

Student: Tracey Marcum Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Other kids don't like me. I don't have any friends.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   Whenever I try to join in a group of kids. Sometimes one of them is goofy.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   When I start to make friends, we always move.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   I'm trying to talk with kids or we're just hanging out.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   I show them that they aren't so smart.

Functional Behavioral Assessment Interview

Respondent: Science Teacher Date: 10/01/98

Student: Tracey Marcum Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Tracey causes classroom disruptions several times per week. Disruptions are frequently comments directed toward specific peers. Negative physical interactions with peers have occurred three times in the last month. Examples include pushing chairs, tossing books, repeatedly pushing a peer's arm as the peer tries to write, name-calling.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   Anytime during class or in the hallway immediately before class. Frequently during group work. More often in the presence of particular peers.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   The teacher has noted that some problems with specific peers have been carried over from interactions in other settings (hallway, lunchroom, PE). Teacher reports Tracey does not seem out of control during incidents; not flushed, etc.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   Frequently when students are working in groups. Never when working individually on a task.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   Teacher often has to intervene. Can be very disruptive because other students tend to laugh and encourage Tracey.

Scatter Plot Form

Student Tracey Marcum Starting date: 10/07/98

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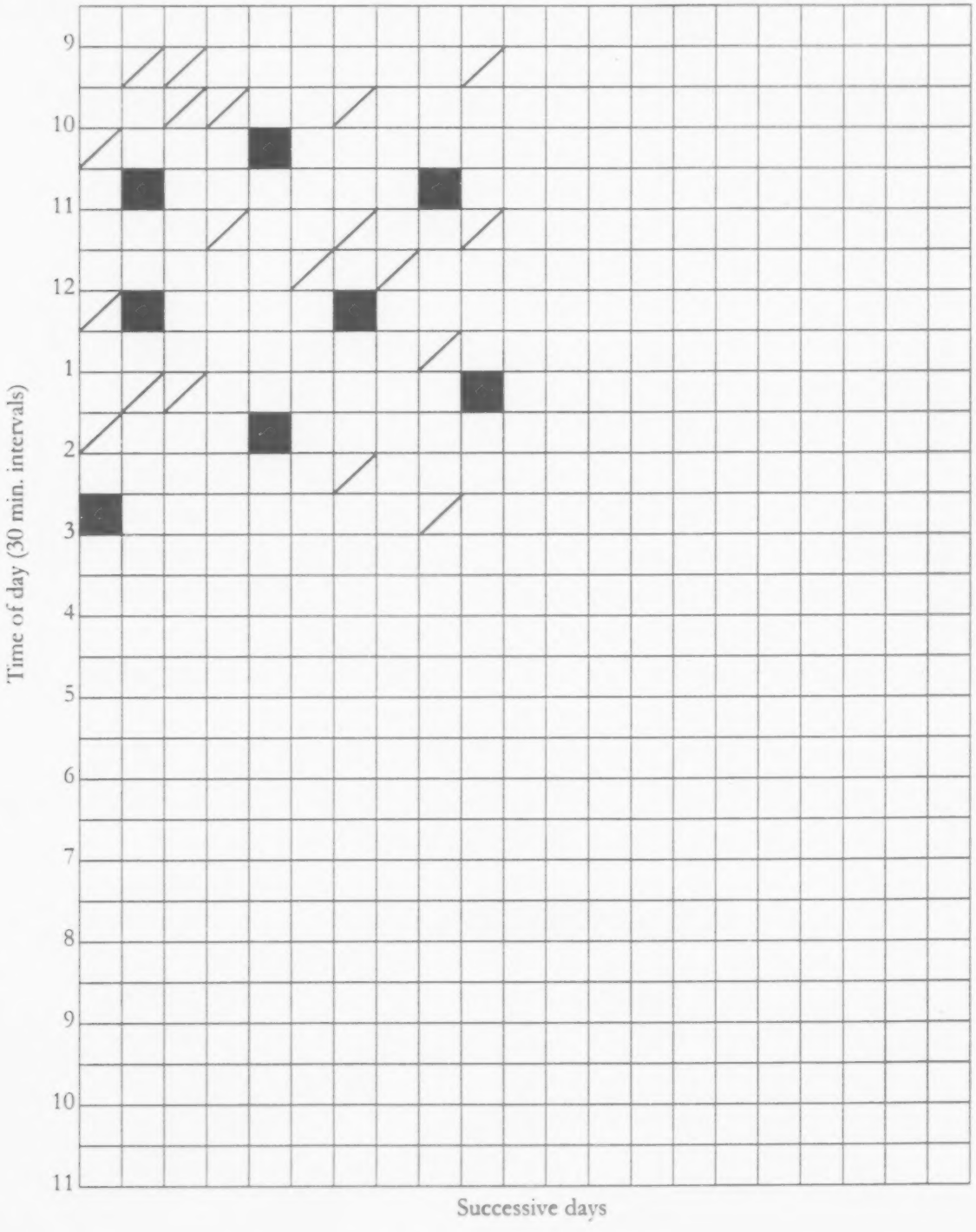

ABC Functional Behavioral Assessment Form

Name Tracey Marcum Date _____

Setting Information:

Time	Antecedent	Behavior	Consequence

Post-Hoc Functional Behavioral Assessment Incident Report

Student: Tracey Marcum Date/Time: _____

Reporting Staff Person: _____ Directly Observed: YES NO

Precipitating Events:

Student Behavior:

Consequences/Outcome:

Behavior Incident Log

(Informal Post-Hoc Incident Report)

Directions: Complete the checklist for each episode of the student's targeted behavior.

Person completing form: Science Teacher Student: Tracey Marcum Date: 10/03/98

Target behavior: Classroom disruptions

Description of the behavior.	When did this behavior occur most recently?	Where did the behavior take place?	Who else was in the setting?	Was the behavior directed toward a person, or toward property? Who or what?	What was going on immediately (15 min.) before the behavior?	What happened immediately after the behavior?	Did you directly observe the behavior?	**Comments:** (Describe anything unusual about the schedule, setting, or student when the event took place, or anything you think would be helpful to consider.)
Tracey started whispering to a peer, the peer moved away, then made comments to another peer in her group that I could not hear. The peer made comments. Then Tracey stood up and started to yell at the peer.	This morning (10/03)	In the classroom.	All of the students. Tracey was with a small group of peers working on an assignment.	The behavior was directed toward a peer.	Tracey had been standing with a group of peers in the hallway. Then we had 10 minutes of classwork before starting groups.	I had to stop all groups and calm the class; many students had also gotten up or were laughing. I tried to get her to stop, but she then made a few comments to me about my body. I couldn't calm the class with her in the room, so I sent Tracey to the office. I saw her at the office later; she seemed calm.	Yes.	When asked why she shouted at the peer, she said that the girl was being a pain and bothering her friends. She would not offer a better explanation.

Case Study for Eddie Abbott

Request for Permission to Observe

Occasionally we find that classroom observation is helpful in planning the best educational program for a child. Often it provides insight into a child's learning styles which a teacher can incorporate into classroom instruction. This observation is done by school personnel (i.e., teacher, principal, school psychologist, behavioral consultant, etc.). The results of these observations are available to you should you have any questions.

We would like permission to observe your child, _____.

_____ Yes, I, as a parent or legal guardian, DO GIVE my permission for the observation of my child.

_____ No, I, as a parent or legal guardian, DO NOT GIVE my permission for the observation of my child.

_____ _____

Date Name of Parent/Legal Guardian

_____

Name of School

Please sign 1 (one) copy and return it to school. You may keep the other copy for your records. If you have any questions, call me at _____.

Sincerely,

Functional Behavioral Assessment Report

Student's Name: Eddie Abbott School: _____

I. Historical and Background Data

A. Archival Records Review	B. Interviews	
(Records)	(Who)	(Issues)

C. Target Behavior (General and specific descriptors.)

II. Direct Observation

A. Scatter Plot (When and where the behavior occurs.)

B. Antecedent-Behavior-Consequence and Post-Hoc Incident Reports (What are common antecedents and consequences?)

Antecedents	Instances of the Target Behavior	Consequences

Antecedents	Non-Instances of the Target Behavior	Consequences

III. Generate Hypothesis (Testable explanation)

IV. Test Hypothesis

A. How to test	B. Outcomes

V. Function of the Behavior

Archival Records Review

Recorder _____

Date of completion _____

Sources: _____

I. Demographic

Student Name Eddie Abbott

Birthdate 7/83 Race C Sex M

Parent/Legal Guardian Don and Sheila Abbott

Lives with Parents

Address 1345A Parrisburg Place

Phone 555-9765

Grade 8 Years in School (K-12) 11

Age 15 Number of Schools Attended 2

What Grades were Repeated? (indicate number of times) 2

Current Homeroom Teacher Washington

Current School Davis Middle School

Household Members and Relationship to Student Father and Mother

II. Attendance

Identify the number of days missed at each grade level:

Prschl ____ K ____ 1st ____ 2nd ____ 3rd ____ 4th ____ 5th ____

6th 4 7th 2 8th 9 so far 9th ____ 10th ____ 11th ____ 12th ____

Discuss any absence patterns: _____

III. Educational Information

A. Please list or attach any group test National Percentiles (NP) for each subject addressed. Include each of the last 3 years or test dates.

Test Name Portfolio Assessment & CTBS (Grade Level Scores)

Subject	1995	1996	1997
Reading Total	2.7	3.6	4.7
Spelling Total	3.0	3.7	4.3
Language Total	3.0	3.6	4.5
Math Total	3.5	4.8	6.0
Total Battery	3.0	3.7	5.2

B. List current or most recent grades completed. Attach other student grades as appropriate.

Grade Level	Subjects	Grades Earned	Comments
8	Math	B	work alone—does well
8	Reading	D	refuses to participate 1-2 times/week
8	Health	D	refuses to participate 1-2 times/week
8	Science	F	has not turned in a single assignment
8	History	D	unfinished projects
8	PE	C	

C. Are there any previous comprehensive educational/psychological evaluations available?

Yes ____ No X

Location N/A

Were services recommended? Yes ____ No ____

Were services provided? Explain: _____

_____

_____

_____

_____

D. List or attach disciplinary actions. (List most recent first.)

Date	Incident	Actions Taken
10/15	Classroom disruption	Parent contact/Saturday School
10/13	Argument with teacher	Parent contact/Saturday School
9/8	Classroom disruption	Parent contact/In-school susp.
9/6	Refusal to work	Parent contact/In-school susp.
8/28	Argument with teacher	Parent contact

E. List student involvement with other agencies (i.e., state agencies, counseling, medical, other). Note where release of information is available. (List most recent first.)

Agency	Address	Date of Service	Nature of Service

IV. Have any medical/health factors been identified which may contribute to the student's past or current school problems?
If yes, identify factors:

Physical Status	Date of Evaluation	Results
Vision	8/15	within normal limits
Hearing	8/15	within normal limits
Medical	8/15	within normal limits

Medical History—List or attach the following information:

Current Medications None

Date Prescribed Treating Physician

Do the medical records indicate that the medications affect the student's educational or behavioral performance? Comments: No concerns about medical records

V. **Are there references to substance abuse?** Yes X No ____

Comments: Note in counselor records regarding some concern about Eddie's "quick temper" and possible link to susbstance abuse. No further references.

VI. **List and give date of any past modifications in instruction or behavioral management (e.g., transition room, tutoring, Chapter I, curriculum modification, special education, behavior management systems, etc.).**

VII. **List any other significant information regarding known academic strengths and weaknesses, other significant behavior, and current stressors which may contribute to the student's problems.**

Functional Behavioral Assessment Interview

Respondent: Language Arts Teacher Date: 10/21/98

Student: Eddie Abbott Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Teacher states that Eddie confronts him (argues) two or three times a week.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   Eddie seems to argue when he is asked almost any question in front of the class. Less often when the teacher talks with him individually.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   May be more argumentative when he has had problems with peers in hallway before class.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   Teacher asks a question or comments in front of class that Eddie is off-task.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   Eddie remains off-task for a minute or two, then returns to work. Teacher had been sending Eddie out of the classroom (to the office). Now he stops arguing and speaks to Eddie privately. He then tends to return to work.

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Functional Behavioral Assessment Interview

Respondent: Math Teacher Date: 10/20/98

Student: Eddie Abbott Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Eddie argues with the teacher three or four times a week. He has also threatened peers.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   He argues with the teacher when asked questions about classwork. More often when asked questions in front of peers. Seems to argue until the teacher stops asking questions or stops responding. Threats to peers occur more often when in group work situations. No pattern regarding time or place.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   Eddie seems to argue more when he is unprepared for class.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   Prior to incidents, the teacher asks a question or makes a work request.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   Arguments continue until teacher stops interacting with Eddie or until the teacher sends him to the office. Sending Eddie to the office gets him out of the room, but has not stopped him from arguing with the teacher.

Functional Behavioral Assessment Interview

Respondent: Eddie Abbott Date: 10/21/98

Student: Eddie Abbott Interviewer: Consultant

1. Please describe the problem behavior. Tell me exactly what the student does (ask for clarification if the respondent does not describe behaviors that are specific and observable, or if the description contains judgments about the nature of the behavior).

   Teachers don't like me. They make me do stupid stuff. I get mad when they won't leave me alone.

2. When does the behavior seem to occur (elicit descriptions of settings and activities)? Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, or during writing periods)?

   When they ask me to do stuff. Things like hard problems; I get stuck.

3. Please tell me about any events outside the setting that seem to increase the likelihood that the problem behavior will occur (e.g., altercations with others, lack of sleep).

   My mom works nights. She doesn't help me with my homework.

4. What seems to happen immediately before the problem behavior (e.g., teacher makes a task request, peers tease)?

   The teacher asks me something in front of class. Or maybe I don't have stuff done like I should.

5. What typically happens immediately after the behavior (e.g., peers or teacher attends, student is sent to office or time-out)?

   I look dumb. Sometimes I get sent to the office. I don't care.

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Scatter Plot Form

Student Eddie Abbott Starting date: 10/07/98

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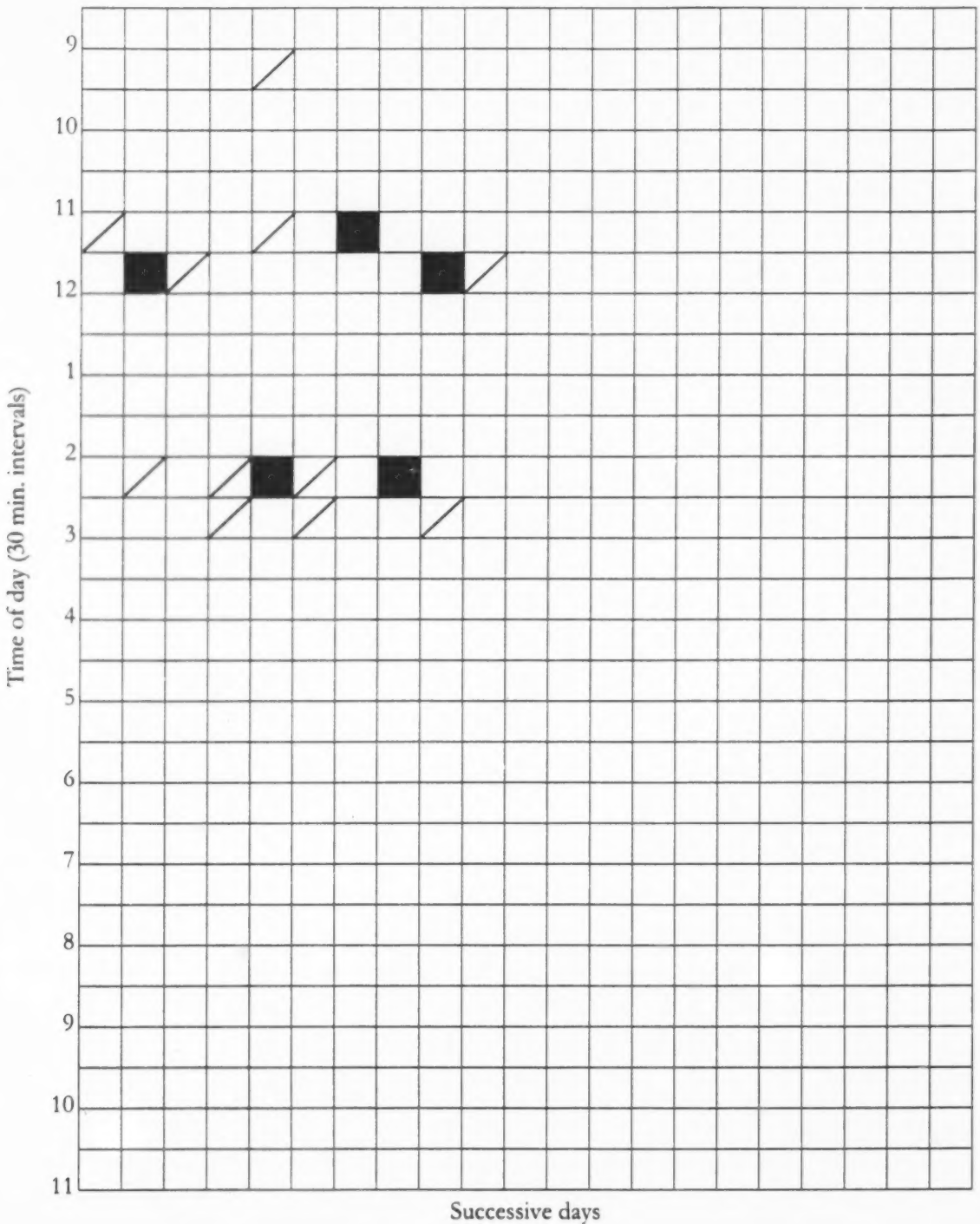

ABC Functional Behavioral Assessment Form

Name Eddie Abbott Date _____

Setting Information:

Time	Antecedent	Behavior	Consequence

Post-Hoc Functional Behavioral Assessment Incident Report

Student: Eddie Abbott Date/Time: _____

Reporting Staff Person: _____ Directly Observed: YES NO

Precipitating Events:

Student Behavior:

Consequences/Outcome:

Behavior Incident Log

(Informal Post-Hoc Incident Report)

Directions: Complete the checklist for each episode of the student's targeted behavior.

Person completing form: Math Teacher Student: Eddie Abbott Date: 10/21/98

Target behavior: Arguments with Teacher

Description of the behavior.	When did this behavior occur most recently?	Where did the behavior take place?	Who else was in the setting?	Was the behavior directed toward a person, or toward property? Who or what?	What was going on immediately (15 min.) before the behavior?	What happened immediately after the behavior?	Did you directly observe the behavior?	**Comments:** (Describe anything unusual about the schedule, setting, or student when the event took place, or anything you think would be helpful to consider.)
Eddie said he did not need to complete the assignment because he already knew how to do it.	Today	During class	Entire class of students	Directed at the teacher	Eddie was in the hallway coming to class	The arguing continued for a minute or two. Then I walked away and ignored Eddie.	Yes.	Eddie sat quietly at his desk once I stopped arguing. Did eventually get to work.

FUNCTIONAL BEHAVIORAL ASSESSMENT

An Interactive Training Module

User's Manual
Facilitator's Guide

Sopris West